U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. William Eichelberg

Official School Name: Hayes Leonard Elementary School

School Mailing Address:
653 Hayes Leonard Road
Valparaiso, IN 46385-5320

County: Porter State School Code Number*: 6909

Telephone: (219) 531-3060 Fax: (219) 531-3068

Web site/URL: http://www.valpo.k12.in.us/hlel/index.php E-mail: weichelberg@mail.valpo.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

Date____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Benway

District Name: Valparaiso Community Schools Tel: (219) 531-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Mary Idstein

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

8	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
0	K-12 schools
11	**TOTAL**

2. District Per Pupil Expenditure: 10980

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 12 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**			0
K	20	34	54	**7**			0
1	30	24	54	**8**			0
2	23	30	53	**9**			0
3	39	37	76	**10**			0
4	33	27	60	**11**			0
5	28	32	60	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					357

6. Racial/ethnic composition of the school:

____	% American Indian or Alaska Native
3	% Asian
1	% Black or African American
4	% Hispanic or Latino
____	% Native Hawaiian or Other Pacific Islander
87	% White
5	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	9
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	357
(5)	Total transferred students in row (3) divided by total students in row (4).	0.048
(6)	Amount in row (5) multiplied by 100.	4.762

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 6

Number of languages represented: 3

Specify languages:

Spanish, Chinese, Arabic

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 39

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism		Orthopedic Impairment
	Deafness	3	Other Health Impaired
1	Deaf-Blindness	9	Specific Learning Disability
	Emotional Disturbance	30	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	12	4
Special resource teachers/specialists	0	3
Paraprofessionals	0	14
Support staff	2	7
Total number	15	28

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **23 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	25%	0%	0%	6%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teachers typically stay at Hayes Leonard for most if not all of their career. The 2008-2009 school year was very unusual. There were several retirements at the same time.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Mission Statement: Hayes Leonard faculty and staff build upon the emotional and academic base that parents have provided at home. We support the parents in their role of bringing up their children to be responsible members of society. We create an environment in which self-respect and self-worth flourish. We accept the responsibility to initiate, develop, and refine basic academic, technological, and social skills. Every child's individual needs are recognized so he/she may develop to his/her fullest potential and establish a lifelong love for learning.

Demographics: Hayes Leonard Elementary School is located in Valparaiso, Indiana. Our School contains two sections of grades kindergarten through five. It is a part of the Valparaiso Community Schools Corporation, which consists of eight elementary schools, two middle schools, and one high school. Our corporation serves the 6,000 students living in Center Township. Center Township has a population of 38,000. At the center of the township is the city of Valparaiso. It is the county seat and a middle-class community with a population of approximately 30,000.

Educational Programs: Hayes Leonard Elementary School offers a variety of programs that ensure diverse learners have an opportunity to be taught challenging content and achieve at high levels. We are proud of our high participation rates. Accommodations are made, when needed, for students with special needs. Overall, Hayes Leonard has created a learning environment that allows for diversity, exchange of thoughts and ideas, creativity, and alternative learning and teaching styles. This environment has enabled our students to excel both academically and socially. These accomplishments are reflected in the Indiana Statewide Testing for Educational Progress (ISTEP+) scores, and the ongoing success of our students through middle school and high school.

English as a New Language (ENL): An instructional aide works daily with foreign language students to increase vocabulary and improve English proficiency. Las Links English Language Proficiency Assessment is used as an assessment tool to monitor student progress towards becoming proficient speakers of English and proficient learners in an English environment.

Special Education: Hayes Leonard Elementary School students with legally identified needs are served in a special education Resource Room or through a speech and language program. Occupational therapy, physical therapy, and assistance for hearing and visually impaired are also offered on site.

Fluent Reading Our Goal: Fluent Reading Our Goal (FROG) provides support services in the area of Communication Arts to kindergarten and first grade students. Kindergarten utilizes an in-class model, which emphasizes phonemic awareness. The first grade program is a combination n-class and small group pull-out four days each week.

Visual and performing Arts: Students at Hayes Leonard School have ample opportunity to participate in visual and performing arts. Fourth and fifth grade students participate in district sponsored choir and beginning orchestra programs. Students in first through fifth grades have an opportunity to participate in either a music or physical education program for parents to share what he/she has learned throughout the school year.

Summer Programs: Hayes Leonard Elementary School students participate in standards based summer remediation classes offered by Valparaiso Community Schools. Due to financial considerations, the summer course offering is limited to remedial classes.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

After a review of the student data, the faculty and administration of Hayes Leonard Elementary School has selected the following goal for the PL221/NCA Cycle of 2008 – 2011. "All students will develop a range of strategies to improve their math problem solving skills." We also looked at the gender sub-group data and it did not point to any significant discrepancies between boys and girls. With the small number of students in other sub- groups, gender is the only sub-group that we are tracking from year to year. The other sub-groups are too small to give us any statistical accuracy.

The Hayes Leonard principal and teachers reviewed the data that was available. Discussions centered around the high scores that Hayes Leonard students typically achieve on ISTEP+. However, three facts were concluded from these discussions: Even though most students score above the state average there is still room for improvement, overall students' lowest scores were in the math problem solving area, and teachers need additional strategies to help students become better math problem solvers.

Teachers needed staff development that would focus on our PL 221/NCA math problem solving goal. It was agreed that Hayes Leonard would use two approaches. The first approach will be to continue with the CLASS state approved improvement planning model through the state of Indiana. The second approach will be to apply the Braid Model of Thinking and Problem Solving.

CLASS is the accumulation of brain research, common sense, and action research using problem teaching strategies and the ability to create a school culture and community that is nurturing, free of threat, and conducive for learning. The process of instruction that teachers will use to help our students become better problem solvers includes:

Analyzing data to drive instruction
Organizing standards into teachable language for students
Delivering direct instruction of standards in varies ways to meet needs of students
Processing content and skill to help students create mental programs
Assessing progress through every step of instruction
Evaluating individual work connected to inquiry based student performance tasks

By taking each step as teachers design lessons, they will be able to create comprehensive lesson plans that are meaningful, engaging, and accountable to the state standards and our PL 221/NCA goal.

The second approach will center on the implementation of the Braid Model of Thinking and Problem Solving. The major components of this model include:

Understanding the problem/reading the story
Planning how to solve the problem
Carrying out the plan/solving the problem
Looking back/checking

This model emphasizes context and situations asking students to imagine, visualize, and connect the math and the context. Our data suggests our students do not do this well. This leads to difficulty in understanding the process of arriving at the solutions to math problem solving.

The teachers at Hayes Leonard are committed to the challenge of implementing strategies that will help students become better math problem solvers which is our main PL 221/NCA goal. However, the district's emphasis of improving writing instruction using the 6+1 Trait Model will also be supported and used at Hayes Leonard.

Hayes Leonard's School Improvement Plan provides a graphic representation of our goals over the next school improvement.

2. **Using Assessment Results:**

The teachers have committed to attending in-services, workshops, and CLASS Coaching sessions. These in-services, workshops, and coaching sessions will give the teachers the opportunity to learn and apply new researched based brain compatible teaching strategies. This will lead to focused, dynamic, and sequentially planned activities and lessons that will accomplish a higher level of understanding and ability in our students. This will result in students becoming better at math problem solving. The "Results-Based Staff Development Plan" is also displayed in a graphic format. These charts indicate the training that the staff will receive to carry out the goals of our school improvement plan. Our school improvement plan is data driven. Assessment results determine modifications in teacher's lesson plans to address the needs of all learners. Students that continue to struggle making adequate progress at their grade level our placed in the Response to Intervention (RtI) program. This is a three tiered approach to maximizing instruction and providing additional support for below-grade-level students.

3. **Communicating Assessment Results:**

Hayes Leonard Elementary School's student performance and assessment data is communicated through the teacher's classroom newsletters, SchoolNotes.com, the school newsletter (Hayes Leonard Hotline), standard based report cards, measurement categories, Edline to report student's daily progress, the Learning Connection, and the Hayes Leonard Home Page. Our goal is to give all parents access to a parent portal to monitor the growth and progress of their child on a weekly basis. A data warehouse is being developed by the district for teachers to have access to past and current student data. The move from paper/pen to computerized standards-based grade reporting and the date warehouse will give all teachers more information about students learning. It will also provide parents more information regarding their child's academic progress.

4. **Sharing Success:**

The Valparaiso Community Schools have regularly scheduled meetings at the elementary level. All elementary principals meet once per month with the Assistant Superintendent for Elementary Schools. Curriculum and book adoption committees meet many times a year to update a highly structured curriculum based on Indiana and local standards. Regular faculty and support staff meetings are held for informational and planning purposes. Teachers also meet to review curriculum and school improvement plans. At these traditional meetings there is always time for sharing successes.

Hayes Leonard has shared its success and will continue to communicate our positive philosophy and Blue Ribbon Award in a variety of ways with other schools. These include the Indiana Association of School Principals (IASP), Valparaiso Community Schools administration meetings, Valparaiso Community Schools Board of Education, the Hayes Leonard PTO, the Hayes Leonard newsletter (Hotline), individual classroom newsletters, displays throughout the school, grade level meetings, local media (Valpolife.com and The Times newspaper), social networking, through the Connecting Learning Assures Successful Students (C.L.A.S.S.) organization, the Valparaiso Community School's website, and the Hayes Leonard Home Page.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The teachers and administration of the Valparaiso Community Schools have created a very well defined curriculum at all grade levels of the school corporation. Teachers in grades kindergarten through grade twelve have curriculum guides that have been written by faculty curriculum committees to help insure that the demands of the Indiana Academic Standards and the local needs of our students. Valparaiso Community School's curriculum is a Standards Based Curriculum. A five year cycle has been adopted to develop curriculum, adopt textbooks, and write assessments for the curriculum. With this curriculum in hand, teachers form throughout the school corporation can direct their instruction to the standards created by the state of Indiana that are crucial to the success of all children. Classroom instruction in Valparaiso is therefore guided by the curriculum, not the textbook publishers.

Valparaiso teachers continue documents and assessments beyond the basic curriculum document. The faculty has begun the process of writing assessments for the skills that are found on the Instructional Maps for each grade level. These tests, commonly referred to as Standard Based Assessments (SBA), are created by committees of teachers from throughout the school corporation. Once again, great effort was taken to insure that the Instructional Maps and SBA tests matched the Indiana Academic Standards.

Hayes Leonard Elementary School supports the goals of the curriculum and of Indiana's Academic Standards. The goal of curriculum is to plan a sequence of learning experiences to develop lifelong learners who think and learn independently, achieve their potential, and participate in a democratic society. Each subject area has a curriculum, with program goals that are aligned with Indiana's Academic Standards, as articulated on instructional maps. These maps identify appropriate levels of learning for each program skill. Each curriculum is a living document, which will be revisited and refined over a six-year cycle.

Math follows the state standards, the Valparaiso Community Schools Curriculum Guide, and the scope and sequence of the adopted textbook to provide sequential development of mathematical skills established by the state standards. Early concepts and understandings build a foundation for learning new skills and becoming proficient at problem solving.

The language art curriculum is developed around the state standards. The Language Arts Curriculum provides opportunities for children to think and learn independently. To become proficient language learners, students must be immersed in literature and be provided with unlimited opportunities to use language arts in purposeful situations within the framework of the language arts program which integrates reading, writing, listening, speaking, and thinking.

The fine arts program is designed to introduce and develop an individual enjoyment, interest and appreciation of the art of making music. Opportunities for students to explore rhythm, melody, form, tone color, and expressive qualities are emphasized. Singing, listening, moving, creating, and playing instruments are learning activities that are consistently emphasized.

The visual arts curriculum included instruction in various media (drawings, painting, print making, textiles, sculpture), awakening in each student his or her unique ability to be creative. The art teachers encourage creativity and personal expression according to each child's ability.

The physical education curriculum is designed to help students develop an enjoyment of, and an interest and appreciation in, engaging regular in physical activity, and understanding of how regular physical activity

contributes to a healthy lifestyle, an array of skills needed to perform a variety of physical activities, and an appreciation for the importance of maintaining physical fitness.

The social studies curriculum acquaints students with the history of our state and country, giving them knowledge of important persons and events and how they have influenced the development of the United States. It also stresses the important contributions of various racial and ethnic groups not only in the United States, but around the world.

The science curriculum allows students to experience science as a process through frequent hands on lab activities. A multitude of opportunities are suggested for spontaneous handling, exploring, and experimenting with objects and organisms.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Hayes Leonard Elementary School's reading curriculum consists of several components all driven by Indiana's state standards. One component is the implementation of the MacMillan/McGraw-Hill reading series. This series is district-wide and Indiana and National Test Aligned. Skills are taught and modeled through quality instruction then practiced and continually reinforced. Leveled readers differentiate reading instruction and provide opportunities for word recognition, fluency, and vocabulary development. There are also many different genres represented which provide comprehension and analysis of different types of texts. Weekly assessments monitor progress and provide individualized data for specific skills.

Another component is the novel studies included in each grade level. The higher level thinking skills incorporated in these studies provide our students opportunities in comprehension and analysis of literary text as well as fluency and vocabulary development. These studies also reinforce all previously taught skills and provide practice applying them.

The FROG program which stands for Fluent Reading is Our Goal facilitates reading achievement in kindergarten and first grade and lays a foundation for literacy success. This program uses the Macmillan/McGraw-Hill Intervention program which reinforces word recognition, vocabulary, fluency, and comprehension with a strong emphasis on phonemic awareness.

Read Naturally and *Accelerated Reader* are two computer based programs which are supplemental to our reading curriculum and support fluency and comprehension.

3. **Additional Curriculum Area:**

Our mission at Hayes Leonard is to enrich educational opportunities through the use of technology. Integrating all areas of curriculum with technology allows children to expand on basic knowledge and increase achievement. Our technological goals develop technology literacy, practice responsibility and ethical use of technology resources, use productivity tools to enhance learning and promote creativity, and use the resources to solve problems and make informed decisions.

Each grade level has goals and standards that were created after a review of material from the International Society for Technology in Education (ISTE). The grade levels follow an instructional map that defines the scope and sequence while identifying levels of learning.

Reaching across all areas of curriculum, technology has become as much of a learning tool as basic educational teachings. Our computer lab boasts core pieces of software which allow teachers to teach mathematics, language arts, and content areas. Programs such as Kid Pix, Inspiration, Study Island,

Accelerated Reader, STAR READING, STAR MATH, Math Facts in a Flash, Brain Pop, and LOGO are used to assist students in the areas of phonics, vocabulary development, comprehension, grammar, writing process, basic math facts, and problem-solving. Students are taught how to collect information while navigating the internet, using search engines and teacher selected websites. The students create databases to key in this information and produce content area multimedia projects. Many of the programs listed are on the district's server so the children are able access them at home throughout the school year as well as in the summer to maintain skills. We also utilize Smart Boards that allow interactive teaching.

As we proceed into the 21st century, we recognize the importance of developing and refining technology skills. Using the materials provided to us, we will continue to augment students' knowledge in all areas of curriculum.

4. **Instructional Methods:**

If you walked into Hayes Leonard Elementary School on any given day you would notice many small groups of students working with teachers, instructional aides, Valparaiso University students, an Americorps Tutor, ENL instructor, or parent volunteers. The groups of children may be advanced learners working on problem solving, creating pieces of art reflecting a short story previously read, or reading a selection from the Junior Great Books program. Other groups are made up of students who may be struggling. Those groups are working on their reading fluency with the Read Naturally program, making words to strengthen phonics skills, or practicing their math facts.

Within the classroom teachers not only utilize the differentiated materials provided by the textbook publishers, they also find creative ways to reach all learners. Assignments are modified to meet the needs of each learner. Students are assessed three times a year using STAR Reading and STAR Math so the teachers can work together to group the children by achievement level. Small groups meet for both disciplines. Students work on the same concept, but use different materials. For example, each Friday the second grade students are divided into five small groups for math instruction. The groups are facilitated by the two classroom teachers, two instructional aides, and a parent volunteer. The same concept is taught in each group, but the advanced students will do enrichment activities while the struggling students will review the basics of the skill focus. In other grade levels students meet in groups to do book studies that are appropriate for the level of the children. Some students meet in different grade levels for reading or math instruction.

The teachers at Hayes Leonard are very aware of the diverse learners in their classroom. They work hard to make sure that every child is challenged on each day of school.

5. **Professional Development:**

C.L.A.S.S. (Connecting Learning Assures Successful Students) satisfies the professional development requirement under the NCLB act and supports educational needs and mandates for student progress and achievement set forth at Hayes Leonard Elementary School.

C.L.A.S.S. is a comprehensive curriculum model and service that provides a philosophy and methodology of teaching and learning based upon brain research, standard-based curriculum development and research-based teaching strategies to prek-8 educators and administrators. C.L.A.S.S. exists to translate brain research into practical classroom application, provide research-based techniques that drive successful learning, prepare current and future educators to become exemplary practitioners and create a philosophical foundation in the school community that empowers the growth of students in becoming productive contributors to society. Long before the implementation of NO Child Left Behind, C.L.A.S.S. developed a research-based curriculum model to serve educators and administrators in developing responsibility and accountability within their schools. For many years, C.L.A.S.S. has provided the knowledge and skills necessary for student achievement. The definition and explanation of the responsibilities of Professional Development within the

No Child Left Behind Act validates and confirms the mission of C.L.A.S.S. and the efforts made in professional growth and development for student success.

C.L.A.S.S. is a comprehensive research-based curriculum model that facilitates the needs of the school community. C.L.A.S.S. is Hayes Leonard's professional improvement model.

In being a comprehensive model for improvement, a cornerstone for success is grounded in the connection to state standards. C.L.A.S.S. communicates to educators that the standards have set them free to write and teach effective curriculum by tying these standards into brain-based learning and research-based strategies for student achievement. Through this foundation, our teachers are able to manage and assure the standards are being taught at Hayes Leonard and taken to long-term memory for students. It is this methodology that has resulted in improved student achievement with our students at Hayes Leonard.

6. **School Leadership:**

My role as the principal and instructional leader at Hayes Leonard Elementary School is to encourage team building with a common research-based focus.

This focus is developed around the principal's ability to incorporate organizational conditions which include the recruitment of quality teachers; the principal's decisions and actions to support the vision of student learning; the collection, management, and use of information to make informed decisions; the implementation and development of policies and practices that support improvement efforts; and the allocation and deployment of human, technology, and material resources to target areas for improvement.

Since August 2002, the Hayes Leonard faculty has grown together academically, professionally, and personally under the C.L.A.S.S. (Connecting Learning Assures Successful Students) philosophy. Leadership in a successful school has to incorporate more than just assessment data and student achievement. A school community should take on the characteristics similar to a family. The C.L.A.S.S. Life Goals (Do the Right Thing and Treat People Right) and Lifelong Guidelines (truth, trust, active listening, no put downs, and personal best) support the leadership philosophy at Hayes Leonard.

C.L.A.S.S. is not a one-day or two-day workshop. C.L.A.S.S. is a philosophy that is lived at Hayes Leonard. It is built upon the foundation of brain-based learning, research-based strategies, standards, and the changing educational environment and needs of the Hayes Leonard community. C.L.A.S.S. is a model that is constantly changing based upon needs and discoveries in research. Hayes Leonard has continued to grow and successfully improve as it develops through the years of incorporating the C.L.A.S.S. model.

C.L.A.S.S. is 100% committed to educator excellence. Through this commitment, C.L.A.S.S. is designed to facilitate the needs of educators and administrators at their own pace, setting goals and objective for individual educators and using differentiated instruction to accommodate the process.

A considerable strength of the administration at Hayes Leonard is the understanding, development, and implementation of effective research-based strategies in classroom application. C.L.A.S.S. is determined to provide strategies that not only are supported through research, but have been implemented with success in the classroom.

The C.L.A.S.S. model is directly aligned to standards. The standards become a cornerstone to the process and procedures in creating meaningful curriculum. C.L.A.S.S. provides strategies in how to categorize, manage, and teach these standards, while providing strategies on assessing and evaluating student progress based upon the standards.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ISTEP+

Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass Plus Pass +	64	57	71	67	74
Pass +	24	28	16	27	24
Number of students tested	59	58	49	60	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
2. African American Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
5. Limited English Proficient Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass Plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading Grade: 3 Test: ISTEP+

Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass Plus Pass +	68	66	71	62	70
Pass +	25	19	20	32	28
Number of students tested	59	58	49	60	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
2. African American Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
5. Limited English Proficient Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass Plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: ISTEP+

Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass Plus Pass +	57	65	68	62	69
Pass +	25	24	15	35	24
Number of students tested	60	46	60	55	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
2. African American Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
5. Limited English Proficient Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass Plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: ISTEP+

Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass Plus Pass +	67	83	70	65	65
Pass +	22	11	22	25	27
Number of students tested	60	46	60	55	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
2. African American Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
5. Limited English Proficient Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass Plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: ISTEP+

Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass Plus Pass +	69	60	72	64	69
Pass +	24	25	23	25	19
Number of students tested	49	60	57	56	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
2. African American Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
5. Limited English Proficient Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass Plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: ISTEP+

Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass Plus Pass +	78	72	79	68	67
Pass +	18	13	16	23	24
Number of students tested	49	60	57	56	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
2. African American Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
5. Limited English Proficient Students					
Pass Plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass Plus Pass +					
Pass +					
Number of students tested					

Notes: